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venture the hope that the all-important task of cataloguing the treasures of the local museum at Arezzo may be put into the competent hands of Professor Chase.

UNIVERSITY OF MICHIGAN.

J. G. WINTER.

In The New York Times, for Sunday, September 1, there was an article, a column long, entitled Old Friends.

A sense of the respite and strength and consolation to be found in the old good books is evident in many letters in English periodicals. Thus, that brilliant scholar, Mr. Warde Fowler, comes upon a bed of violets, and sees them "glow". That is how they look to him, and he recalls and confutes Mark Pattison's censure of Milton's "glowing violets"; and he remembers the Virgilian *fulgor*, 'bright glow', applied to a violet just plucked. Scholar after scholar, fresh from his library or his walk, puts in his mite of corroboration or denial. One brings Shakespeare's "violets dim, but sweeter than the lids of Juno's eyes". Ruskin had found that old violets look dim, while fresher ones glow like a painted window. Herbert Warren of Magdalen College, Oxford, confirms poet by poet, citing Atalanta in Calydon:

Where, hid by heavier hyacinth, violet buds
Blossom and burn.

As one would expect, Vergil, born in the country, brought up in the country, lover of the country, knew what he was talking about when he talked about the country.

Of even greater interest is the following quotation:

Another English scholar has written a book on Virgil and Isaiah, and another—we forget the exact title—on the Birds, Bees, and Animals of the Georgics¹. . . But it is the heroic, patriotic, fortifying Vergil that comes to the lips oftenest. "Yield not to disaster, but the more daringly go against it": which is, "it's dogged as does it", again. The famous line on the tears in mortal things is now most apposite.

In The Spectator some time last year the father of a Westminster boy gave an extract from one of his son's letters, an "interesting sidelight on the psychology of a fighting man". "The funny thing about me is", the boy wrote, "that in any strain of any sort, my mind invariably runs to some strange poem. In the trenches before dawn, Clough's 'Say not the struggle nought availeth' recurred with unending persistency". In moonlight Annabel Lee was his obsession. In the airplane, first time, it was Catullus's *Peninsularum Sirmio, insularumque ocellae*:

"I never could get away from Catullus's greeting of Sirmio. It is ineradicably fixed for me to the green horn of Aboukir, jutting out to the fabulously blue seas. Through the whiz of the propeller came ever the cry:

'Pearl of islands and all but islands'—

and ever I used to come down with Tennyson's words, which seemed full of the fallen columns of Canopus:

Tenderest of Roman poets,
Nineteen hundred years ago.

The blatant twentieth century propeller seems to sing that song.

¹The reference is to Thomas Fletcher Royds, *The Beasts, Birds, and Bees of Virgil: A Naturalist's Handbook to the Georgics* (Oxford, B. H. Blackwell, 1914, Pp. xx + 107).

Beside the foregoing quotation, we may set a most interesting passage in Professor Gildersleeve's book, *Hellas and Hesperia*, 78 ff., which was reproduced in THE CLASSICAL WEEKLY 4. 65-66 (December 19, 1910).

C. K.

The New York Evening Sun for Monday, September 9, had an editorial entitled War and the University. The editorial dealt with the processes by which the Universities and Colleges of our country have been transformed into military camps. This transformation was characterized as

clearly a war-time necessity, a wise adaptation of capacity of supply to demand in perfecting man power for the prime need. The change began, voluntarily, long before the Government had learned that the war was not three thousand miles away.

The editorial spoke then of the effect upon Faculties and student bodies both of this transformation. It concludes as follows:

Nevertheless, in spite of the pressure of war, the old organization must be preserved. It will not do to let the wheels stop entirely. At least a skeleton of the old structure must be saved and even in war times the "humanities" must not be neglected. The work of the scientific schools is apt to survive easily, as it fits in with the obvious technical demands. But the maintenance of the ancient cultural forces is equally important. Surely a way can be found to save and continue in limited, but vital functioning, all the finer elements of the old curriculum. We are inclined to think the study of Greek literature, art, philosophy, and "humane letters" was never so importantly an "essential industry" as at present. We shall need them when peace comes. The light must be kept burning.

C. K.

DERIVATIVE BLANKS

In these days, in which we are so often and so earnestly urged to give attention, in the study and teaching of Latin, to English derivatives from Greek and Latin, teachers may find useful a device worked out by Miss Frances E. Sabin, whose title corresponds to the caption of this little notice. Derivative blanks are published in pads of 50 sheets, at 15 cents, plus postage or express charges. The device consists of two concentrated circles, the outer of which is divided by radii into sixteen spaces. At the direction of the teacher, the pupil is to write in the smaller circle the Latin word, with its meaning. In the sixteen spaces he is to write down English derivatives from this Latin word. If word-formation happens to be the theme of study, the Latin prefix or suffix should be inserted in the smaller circle. Beneath the circles appear the captions Science, French, Mathematics, Physics, with three or two blank lines in each case on which the pupil may write English derivatives from the prefix or suffix or word under study, derivatives which fall within the domains represented by these four words. Orders for the blanks should be sent to Miss Frances E. Sabin, 40 Morningside Avenue, New York City.

C. K.